

PAGELAND ELEMENTARY

715 W McGregor St.
Pageland, South Carolina 29728

GRADES 3-5 Elementary School

ENROLLMENT 460 Students

PRINCIPAL David Nutt 843-672-2400

SUPERINTENDENT John E. Williams, PhD 843-623-2175

BOARD CHAIR Jerry D. Holley 843-334-8420

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	33	58	8	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 17 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	N/A	N/A	N/A
2002	N/A	N/A	N/A
2003	N/A	N/A	N/A
2004	Below Average	Below Average	No

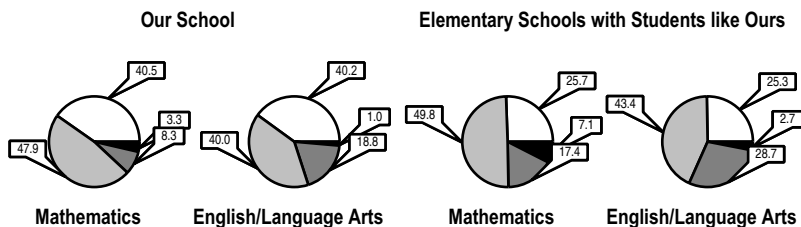
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

65.3%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	455	98.9	39.2	40.4	19.2	1.2	28.0	Yes	Yes
Gender									
Male	246	99.2	44.9	39.6	15.0	0.4	24.7		
Female	209	98.6	32.5	41.2	24.2	2.1	32.0		
Racial/Ethnic Group									
White	179	99.4	22.9	45.8	29.5	1.8	44.6	Yes	Yes
African-American	240	98.8	49.8	35.7	13.7	0.9	18.9	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	36	97.2	50.0	46.4	3.6	0.0	3.6	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	363	98.9	36.4	41.9	20.5	1.2	31.6		
Disabled	92	98.9	49.4	34.8	14.6	1.1	14.6	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	455	98.9	39.2	40.4	19.2	1.2	28.0		
English Proficiency									
Limited English Proficient	28	100.0	66.7	33.3	0.0	0.0	0.0	I/S	I/S
Non-Limited English Proficient	427	98.8	37.8	40.8	20.3	1.3	29.5		
Socio-Economic Status									
Subsidized meals	362	98.6	44.1	38.4	16.5	0.9	22.5	Yes	Yes
Full-pay meals	93	100.0	20.5	47.7	29.5	2.3	48.9		

Mathematics - State Performance Objective = 15.5%									
All Students	455	99.6	39.9	47.9	8.3	4.0	21.7	Yes	Yes
Gender									
Male	246	100.0	41.0	47.2	7.0	4.8	22.7		
Female	209	99.0	38.5	48.7	9.7	3.1	20.5		
Racial/Ethnic Group									
White	179	100.0	25.1	51.5	15.6	7.8	36.5	Yes	Yes
African-American	240	99.2	50.0	45.2	3.1	1.8	11.0	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	36	100.0	44.8	48.3	6.9	0.0	20.7	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	363	99.7	34.6	51.6	9.9	3.9	25.4		
Disabled	92	98.9	59.6	33.7	2.2	4.5	7.9	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	455	99.6	39.9	47.9	8.3	4.0	21.7		
English Proficiency									
Limited English Proficient	28	100.0	52.4	42.9	4.8	0.0	14.3	I/S	I/S
Non-Limited English Proficient	427	99.5	39.2	48.1	8.4	4.2	22.1		
Socio-Economic Status									
Subsidized meals	362	99.5	43.2	48.8	6.0	2.1	16.7	Yes	Yes
Full-pay meals	93	100.0	27.3	44.3	17.0	11.4	40.9		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	136	98.5	33.1	36.2	28.5	2.3	30.8
	Grade 4	157	98.1	41.8	43.1	14.4	0.7	15.0
	Grade 5	162	100.0	39.8	49.1	11.2	N/A	11.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	136	98.5	43.1	52.3	4.6	N/A	4.6
	Grade 4	157	100.0	38.5	45.5	11.5	4.5	16.0
	Grade 5	162	100.0	37.9	50.9	6.8	4.3	11.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 460)				
First graders who attended full-day kindergarten	N/R	N/C	100.0%	100.0%
Retention rate	7.1%	N/A	3.6%	2.7%
Attendance rate	94.6%	N/A	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	14.5%		5.6%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	11.7%		4.0%	3.5%
Eligible for gifted and talented	7.1%	N/A	9.7%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	16.9%	N/A	9.5%	8.2%
Older than usual for grade	4.3%	N/A	1.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	N/R	0.0%	0.0%

Teachers (n= 25)				
Teachers with advanced degrees	40.0%	N/A	46.2%	51.4%
Continuing contract teachers	88.0%	N/A	87.1%	87.5%
Highly qualified teachers**	96.0%	N/A	95.0%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	N/A	N/A	86.1%	86.7%
Teacher attendance rate	94.8%	N/R	94.6%	94.9%
Average teacher salary	\$38,128	I/S	\$39,921	\$40,760
Prof. development days/teacher	5.2 days	N/R	13.1 days	12.4 days

School				
Principal's years at school	1.0	N/R	3.0	4.0
Student-teacher ratio in core subjects	23.5 to 1	N/R	18.1 to 1	18.9 to 1
Prime instructional time	88.4%	N/R	89.5%	90.0%
Dollars spent per pupil*	N/A	N/A	\$6,066	\$6,044
Percent of expenditures for teacher salaries*	N/A	N/A	65.3%	65.9%
Opportunities in the arts	Poor	N/R	Good	Good
Parents attending conferences	82.0%	N/R	99.0%	99.0%
SACS accreditation	Yes	N/R	Yes	Yes
Character development program	Average	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	98.0%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	No

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

This has been an outstanding year at Pageland Elementary. Among our accomplishments are:

The 21st Century Grant provided an after-school program to enrich students' academic, social, artistic, and communication skills. Over the course of the school year, the program served over one hundred and fifty students.

Title I funding helped our school in many ways. Through the funds, a teacher was added to reduce class size. Two instructional assistants were funded to help work with students. In addition, instructional materials were purchased for students.

Christine Davis was named Teacher of the Year. Angela Walker was named Instructional Assistant of the Year.

Keyboarding was implemented in grades 3-5. By doing so, students were able to enhance their skills in writing and technology.

Literature circles were implemented by all third grade teachers. This is an instructional strategy that results in the promotion of student love for reading.

Computerized benchmark tests (MAP) were given to help improve PACT scores. MAP results, which were available within 48 hours of the students taking the test, helped teachers individualize instruction for their students.

Our fourth grade students participated in Native American basket making with an artist-in-residence. That served as a way of supplementing early American history lessons which are a part of the fourth grade Social Studies curriculum.

The 2003-2004 school year was the first year of existence for Pageland Elementary School. Throughout the school year, we saw academic and social success from all of our students. Those successes are helping lay the foundation for the future successful members of society that we are trying to develop here at Pageland Elementary School.

David Nutt, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	30	132	72
Percent satisfied with learning environment	70.0%	67.9%	77.8%
Percent satisfied with social and physical environment	83.3%	57.6%	68.1%
Percent satisfied with home-school relations	36.7%	77.9%	80.3%

*Only students at the highest elementary school grade level at this school and their parents were included.